

Standards framework for nursing and midwifery education

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- Education programme for change
- Our new standards
- Standards for student supervision and assessment
- Future nurse, and nursing associates
- Prescribing
- Quality assurance and implementation

Education programme

Standards
for education

Future
Nurse
standards/
Proficiencies

Nursing
associates
standards/
proficiencies

Standards
for
Prescribing

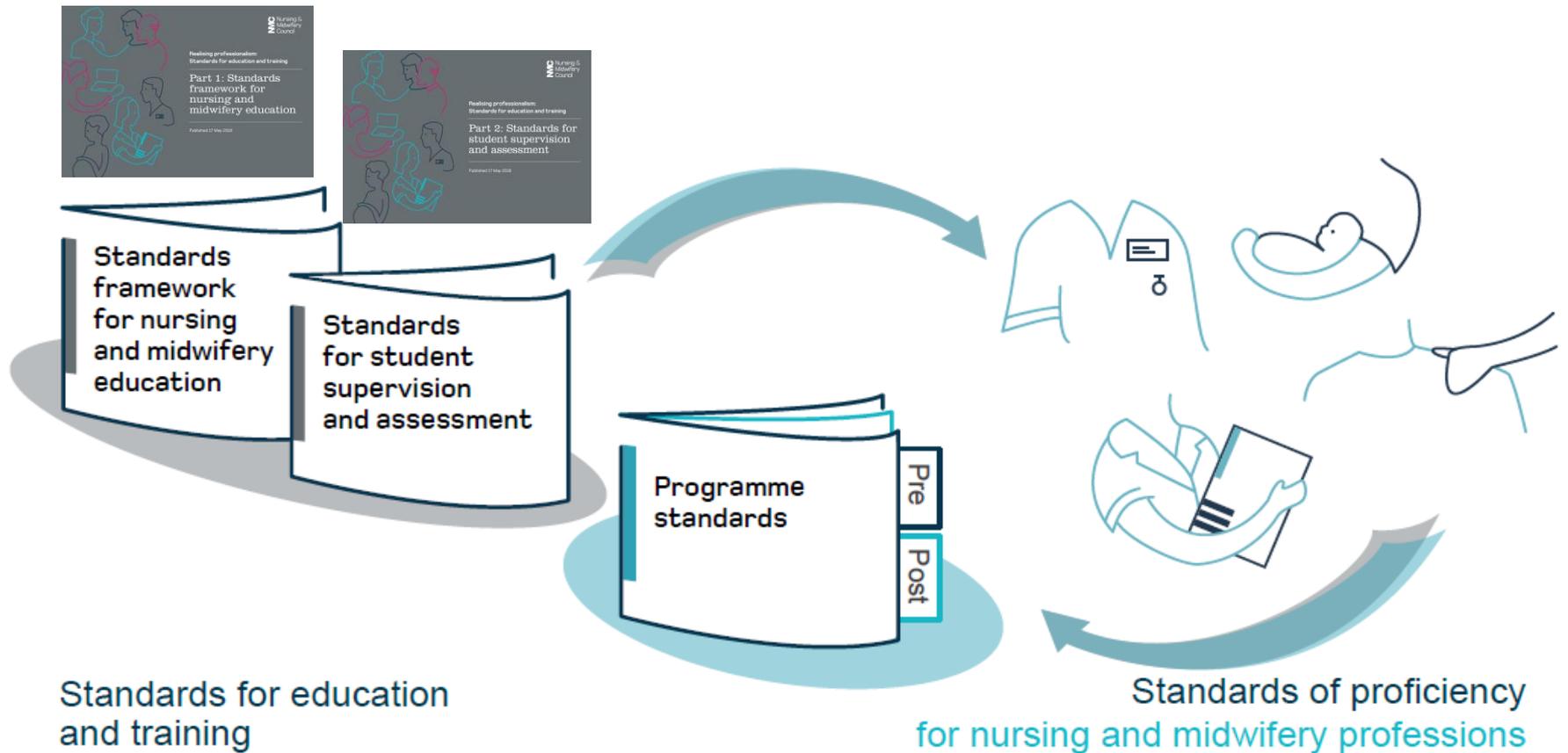
Future
midwife
standards/
proficiencies

Return to
practice

Quality assurance framework

Communications and engagement

Standards for education and training



Standards for student supervision and assessment

Three headings

- Effective practice learning
- Supervision of students
- Assessment of students and confirmation of proficiency

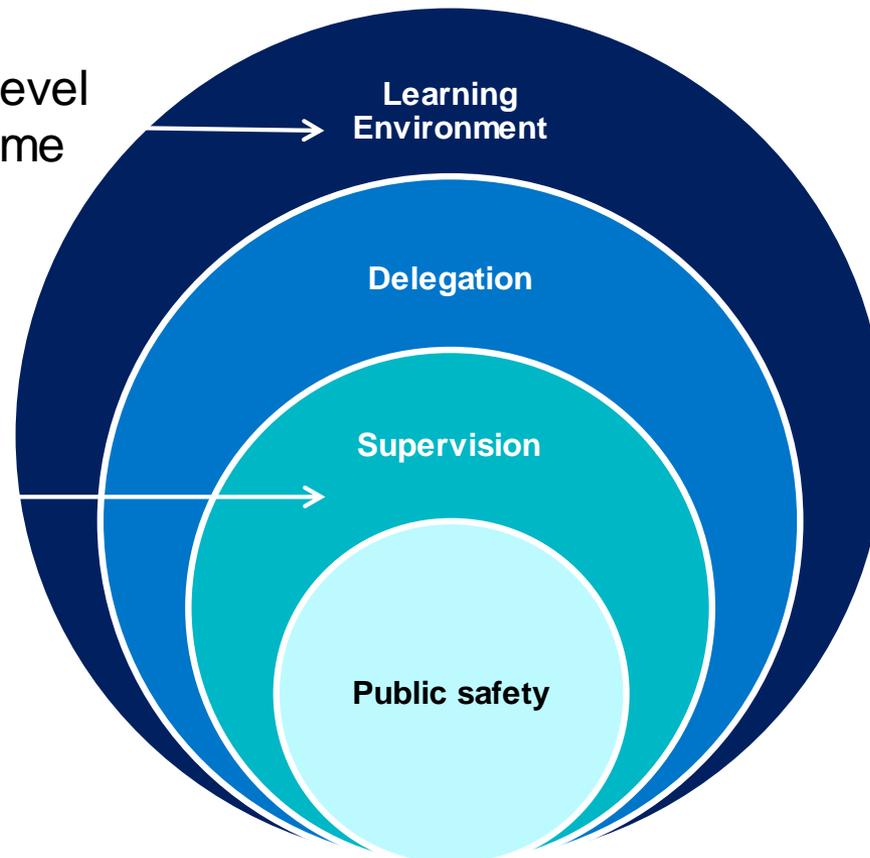


Effective practice learning

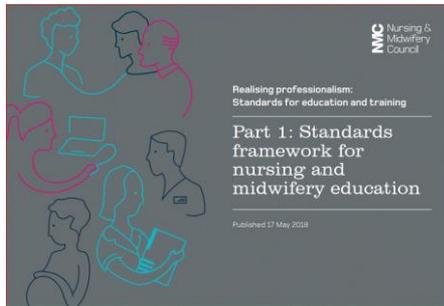
- The student level
- The programme
- The route

New roles:

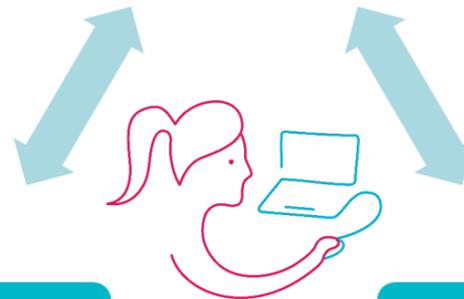
- Practice supervisor
- Practice assessor



- Learning opportunities
- New models of supervision & assessment
- Empower and meet student expectations
- Delegation of care interventions
- Learn in a safe & effective way



Supervisor



Practice Assessor

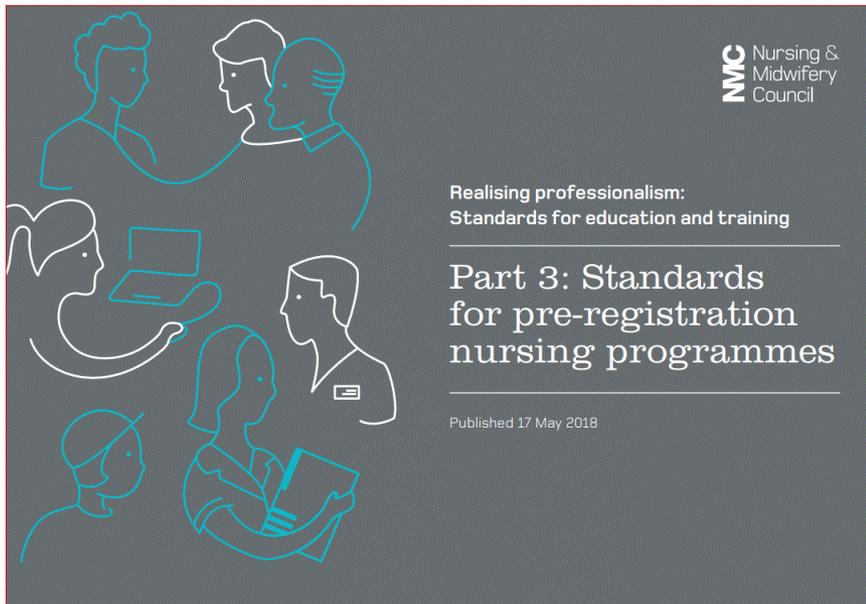
Academic Assessor



These pages contain the supporting information for all our new standards relating to student supervision and assessment. We'll regularly update this information. We've staggered the publication of the information so that some of it is available as soon as possible, which we hope will help with the implementation of the new standards.

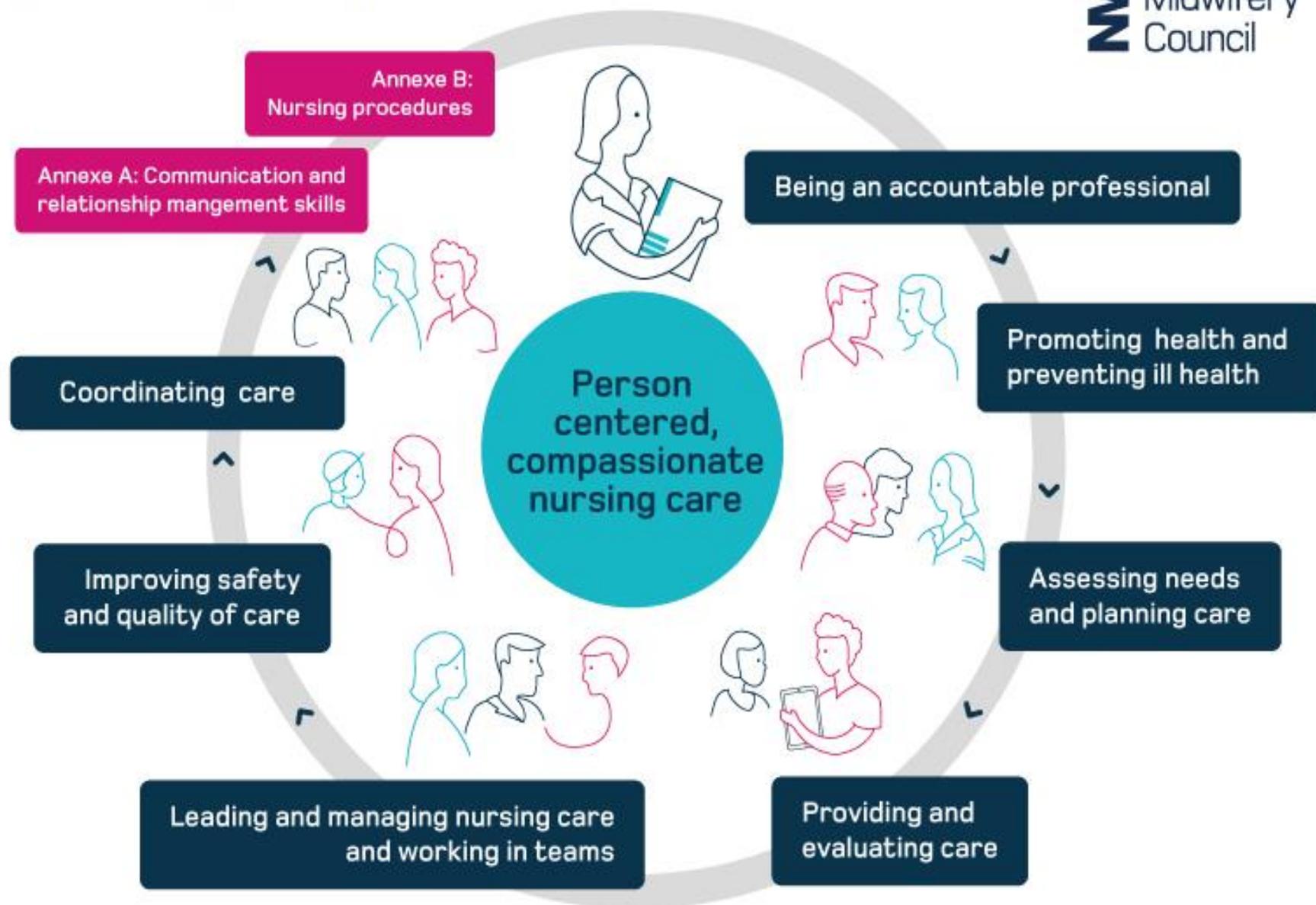
Introduction 1 guides	Practice supervision 17 guides	Practice assessment 19 guides
Academic assessment 18 guides	Learning environments and experiences 14 guides	Student empowerment (in development) 0 guides

The student journey



- **Selection, admission and progression**
- **Curriculum**
- **Practice learning**
- **Supervision and assessment**
- **Qualification to be awarded**

Future nurse proficiencies



Regulation of nursing associates Standards

Our new standards for nursing associates



Comparison of proficiencies

Future nurse

Being an accountable professional

Promoting health and preventing ill health

Assessing needs and planning care

Providing and evaluating care

Leading and managing nursing care and working in teams

Improving safety and quality care

Co-ordinating care

7
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Nursing associate

Being an accountable professional

Promoting health and preventing ill health

Provide and monitor care

Working in teams

Improving safety and quality care

Contributing to integrated care

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Supporting learning time:

Approved education institutions together with practice learning partners must ensure that that learning time is supported in the following ways:

- **Supernumerary status** applies to **nursing and midwifery**:

- Meaning that they aren't in the numbers, but they are in the team

- **Protected learning time** for **nursing associate students** who are on work-placed learning routes:

- are released for at least 20% of the programme for academic study
- are released for at least 20% of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and
- protected learning time must be assured for the remainder of the required programme hours.

Prescribing: key changes



- Future nurses to be 'prescribing ready'
- New entry requirements based on competency rather than time
- Greater academic freedom for AEs to develop curricula
- Changes to practice learning supervision and assessment
- Five years to register qualification (instead of previous one year)
- Adoption of the Royal Pharmaceutical Society Competency Framework

Introduction to the updated prescribing competency framework

- There are **ten** competencies split into **two** domains.



THE CONSULTATION

1. Assess the patient
2. Consider the options
3. Reach a shared decision
4. Prescribe
5. Provide information
6. Monitor and review

PRESCRIBING GOVERNANCE

7. Prescribe safely
8. Prescribe professionally
9. Improve prescribing practice
10. Prescribe as part of a team

- Within each of the ten competencies there are statements which describe the activity or outcomes prescribers should be able to demonstrate.

Our new QA framework

- Development of a risk based approach
- More emphasis on QA of practice learning
 - Effective practice learning
 - Practice learning allocation/circuit
 - Supervision of students
 - Assessment of students and confirmation of progression and proficiency
- Gateway approach to approval

Implementation activities:

- Support for and engagement with the four country Implementation Boards
- Supporting information
- Webinars (supervision & assessment/QA)
- Implementation events
- Local engagement
- Facilitation towards a national PAD
- Internal impact assessment

Areas raising concern

Four fields of practice:

- exposure rather than traditional “placements”
- greater knowledge and skills required in specific fields to meet the proficiencies will still apply.

Think differently!

Skills and procedures annexes:

- expectation that skills proficiency should be demonstrated in the registrants chosen field of practice
- expected that skills should be demonstrated in a practice setting, but by exception in simulation for example CPR
- skills annexes are to ensure that students have had exposure and have demonstrated proficiency at least once
- some skills will require repetition and practice during training to develop real autonomy

Areas raising concern cont...

Practice Assessment Document

- Should this be a generic document or field specific?
- What constitutes that a student is proficient?

Supervision by non-registered professionals

- The role that non-registered professionals play should relate to what learning outcomes are being achieved, the experience and skills of the professional, what oversight there is, and the environment where learning is taking place
- Supervision by a teacher in a LD School is acceptable provided their practice supervisor(s), practice assessor, or any other suitable person has oversight of the learning within that placement.

Preparing for the new standards

Developing placement/learning opportunities to meet the proficiencies:

- Four field experience
- Supervisors with the right knowledge and skills to meet the learning proficiencies
- Assessment of proficiencies and procedures (field emphasis)
- Identify local policies that may prevent skills achievement

Preparing the current workforce:

- New roles of practice supervisors and practice assessors
- Standards of proficiency can be used when preparing for revalidation in keeping with your/their scope of practice
- Useful tool for reflection and self-assessment to identify gaps and further development

**What questions do
you have?**



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